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This report is a continuation of a research project, begun by B. Spolsky and E. Migliazza in the English as a Foreign Language Program at Indiana University, designed to show that foreign students whose overall integrative motivation is high (+IM) have achieved a higher standard of English proficiency than those whose integrative motivation is low (-IM). The purpose of this report is to relate the English proficiency and bicultural attitudes of Japanese students who have all studied English for about the same length of time in Japan. The equipment used for testing consisted of a taped interview from which was derived an English proficiency score and two questionnaires designed to measure degrees of integrative motivation. The first questionnaire listed 30 adjectives which are traits in a person's value system. The second questionnaire listed reasons for coming to America; students indicated the importance of each reason. Figures based on the results show--(1) Students with a high total English score tend to have a +IM sign; (2) Length of stay in America is not a significant factor in determining whether a student has a + or -IM sign; (3) There is no positive relationship between reasons for coming to America and English ability; and (4) Most of the students considered learning English "rather important." This had no relationship to their English score, however. The final conclusion is that Japanese students with high IM--who tend to become somewhat "Americanized"--tend to become better speakers of English. (AMM)

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ENGLISH PROFICIENCY AND BICULTURAL ATTITUDES OF JAPANESE STUDENTS

Susie Cowan

I. Introduction

This report is a continuation of a research project begun by Dr. Bernard Spolsky and Ernest Migliazza in the English as a Foreign Language Program at Indiana University. The purpose of experimentation so far has been to show that foreign students whose overall integrative motivation is high (+) have achieved a higher standard of English proficiency than those whose integrative motivation is low (−). During August and September of 1967 three groups of students from eighty different countries were tested. These students had various linguistic backgrounds and had studied English from ten years to a few months. Even with such a diverse range as this, a very high correlation was found between English proficiency and integrative motivation.[1]

The purpose of this present report is to relate the English proficiency and bicultural attitudes of foreign students who have a similiar linguistic background—— Japanese——and who have all studied English for about the same length of time in Japan. It is hoped that the results will prove useful for further study in the field of language acquisition and for construction of a practical device to predict success in learning English as a foreign language.

II. Method of Testing

The equipment used for testing consisted of a taped interview from which was derived an English proficiency score and two questionnaires which were designed to measure degrees of integrative motivation. The first questionnaire is adapted from Robert E. Bell's "Index of Adjustment and Values" and consists of a list of thirty adjectives which are traits in a person's value system. This list of adjectives appears on each of the four pages, each page having a different set of instructions. (See Appendix VI for an example of the questionnaire).

The second questionnaire consists of a list of reasons people have for coming to America and asks the student to indicate how important each reason is to him. (See Appendix IV).

The answers to questionnaire 1 were reduced to numbers and punched on IBM cards as follows:

IBM Card

011 015455 025555 033335 045545 etc.

Student No.

The first two numbers in each set—— 01, 02, 03, 04 ——indicate the adjective number, for example:

01=Busy
02=Helpful
03=Economical
04=Confident

After the adjective number there are four columns representing a description by the student based on the adjective:

Column 1: As it describes the way he is
Column 2: As it describes the way he would like to be
Column 3: As it describes Japanese people
Column 4: As it describes Americans

The numbers indicate:

5=Very Well
4=Somewhat
3=Average
2=Only A Little
1=Not At All

The results were fed into a computer and the Coefficient Correlation ($r = b.b_1$) between the four columns was obtained for each student. The correlations of columns 1—2, 1—4, 1—3, 2—4, and 2—3 may be

[1] Ernest Migliazza, "Integrative Motivation: An Experimental Report" (Unpublished paper at Indiana University: Dept. of Linguistics)

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interpreted as follows to determine the first integrative motivation sign:

Correlation 1—2: above 5 = +
below 6 and above −6 = 0
below −6 = −

Correlation 1—3 compared to 1—4
1—3 less than 1—4 = +
1—3 equal to 1—4 = 0
1—3 more than 1—3 = −

Correlation 2—3 compared to 2—4
2—3 less than 2—4 = +
2—3 equal to 2—4 = 0
2—3 more than 2—4 = −

When the three signs are compared, the result will be the first integrative motivation sign. If the three signs are different from each other or if the first two signs are 0, the result will be the sign obtained from a comparison of 2—3 and 2—4. The rest of the time, the IM sign will be the sign that appears most often. For example:

+ − 0 = 0
+ − + = + (See Appendix II for students' correlations)

The second integrative motivation sign was obtained from questionnaire 2 in the following manner:

1. Items indicating integrative motivation:
   2. Getting to know Americans
   5. Finding out how people live in the US
   10. Finding out what student life is like
2. Items indicating instrumental motivation:
   3. Getting a degree
   4. Getting training in my field
   9. Finding out how people in my profession work here

If a student indicated that an item in 1. were Most Important he was given a score of +2; if Very Important, +1. Otherwise the score was 0. If he indicated that an item in 2. were Most Important, he was given a score of −2; if Very Important, −1. The scores were added, and if the result positive, the IM^2 was +. If negative, the sign was −, and if 0, then 0. The results are tabulated in Appendix III.

IM^3 was determined by scoring the answer to item 13 on the second questionnaire: Learning English.

Most Important and Very important = +
A Little Important and Not At All Important = −

The results are also in Appendix III.

The taped interviews were graded by two native speakers of English who are Linguistics majors. The following system was used:

Accent 1 2 3 4 5 6
Foreign Native
Grammar 1 2 3 4 5 6
Inaccurate Accurate
Vocabulary 1 2 3 4 5 6
Inadequate Adequate
Fluency 1 2 3 4 5 6
Uneven Even
Oral Comprehension 1 2 3 4 5 6
Incomplete Complete

6 is most like a native speaker; 1, most like a Japanese. Students' scores are in Appendix I. During the interview, the students were asked various questions about their major, their life in America, and their opinions about American and Japanese people. The first questions in each interview required only short answers. This was to let the students get used to talking into the microphone. Later more detailed questions were asked. Some of the interviews (#8, #23, #25) are noticeably shorter than the others. These students revealed in one way or another that they wanted the interview stopped as soon as possible. There were signs of extreme shyness, frustration, hostility, or hand gestures indicating that the tape recorder must be turned off. Later these students were persuaded to finish the last part of the interview: reading of the diagnostic passage. (See Appendix V).

III. Results

The students who scored in the top 50% on total English will be called Group A, those in the lower 50 %, Group B (See Appendix III). Fig. 1 below shows the relationship between total English proficiency and IM_1.

	A	B
+	10	7
−	4	7

Fig. 1 = Total English & IM^1

Next the students were arranged in descending order according to Accent, Grammar, Vocabulary, Fluency, and Oral Comprehension. In trying to decide whether a student belonged to Group A or B his total English score was taken into consideration. For instance, if students #15 and #16 both scored 4.0 on Fluency, then the one with highest total English score was considered in the top 15 (50%). The following charts show the relationship between these factors and IM^1.

	A	B
+	10	7
−	5	5

Fig. 2=Accent & IM^1

	A	B
+	11	5
−	3	9

Fig. 3=Grammar & IM^1

	A	B
+	10	6
−	4	8

Fig. 4=Vccabulary & IM^1

	A	B
+	10	7
−	4	7

Fig. 5=Fluency & IM^1

	A	B
+	9	8
−	5	6

Fig. 6=Oral Comprehension & IM^1

Fig. 7 shows the relationship between the length of time that the students had been in America and their integrative motivation$_1$.

Months in US ↓	IM^1 → +	−
18 and above	9	7
17 and below	8	4

Fig. 7

Fig. 8 shows the relationship between IM^2 (reasons for coming to America) and the total English score.

	A	B
+	4	6
−	8	7

Fig. 8

Fig. 9 shows the relationship between IM^3 and total English proficiency. If the students indicated that learning English was Not At All Important or A Little Important they were given a −. If learning English were Most Important or Very Important, a + was given. Answers in between were given a 0.

	A	B
+	9	8
−	1	3

Fig. 9

Next a correlation matrix was tabulated to see if there were any relationship among the following factors: age, # of months in America, Accent, Grammar, Vocabulary, Fluency, Oral Comprehension, Total English Score, and IM^1 (Self-Image). The results are as follows:

CORRELATION MATRIX

	Age COL. 1	Accent COL. 2	Grammar COL. 3	Vocabulary COL. 4
Age 1	1.0000	−0.2348	0.0039	−0.0541
Accent 2	−0.2348	1.0000	0.8110	0.6071
Grammar 3	0.0039	0.8110	1.0000	0.7384
Vocabulary 4	−0.0541	0.6071	0.7384	1.0000
Fluency 5	−0.1184	0.6670	0.7275	0.8372
ORAL C. 6	−0.0363	0.6644	0.8095	0.7919
Total E. 7	−0.1133	0.8351	0.9084	0.9094
US Stay 8	0.0553	0.1624	0.2516	0.4420
IM_1 9	−0.1502	0.1945	0.1076	0.0000

Fluency COL. 5	ORAL Comprehension COL. 6	Total English COL. 7	# of Months in US COL. 8	IM_1 COL. 9
−0.1184	−0.0363	−0.1133	0.0553	−0.1502
0.6670	0.6644	0.8351	0.1624	0.1945
0.7275	0.8095	0.9084	0.2516	0.1076
0.8372	0.7919	0.9094	0.4420	0.0000
1.0000	0.6850	0.8941	0.4189	0.1244
0.6850	1.0000	0.8824	0.3474	0.1131
0.8941	0.8824	1.0000	0.3711	0.1089
0.4189	0.3474	0.3711	1.0000	0.0051
0.1244	0.1131	0.1089	0.0051	1.0000

Next, the reaction of the Japanese as a group was determined. Appendix VI shows the mean score for each adjective. It is interesting to note that Japanese consider themselves:

Somewhat: Busy
Economical
Broad-minded
Kind
Efficient
Studious
Reasonable
Successful
Friendly
Dependable
Teachable
Shy

They would like to be:

Somewhat: Helpful
Broad-minded
Businesslike
Studious

Nervous
Successful
Sincere
Dependable
Teachable
Happy

Only a little: Intellectual
Democratic
Optimistic

Japanese are considered to be:

Somewhat: Helpful
Economical
Efficient
Tactful
Successful
Friendly
Dependable
Teachable
Happy
Shy

Only a little: Broad-minded
Democratic
Optimistic

Americans are regarded as:

Somewhat: Confident
Successful
Sincere

Only a little: Helpful
Intellectual
Democratic
Happy
Shy

A correlation matrix was tabulated using the results in Appendix VI. The results are:

1—2	1—4	1—3	2—4	2—3	1—2	1—4 1—3	2—4 2—3	IM^1
0	1	3	2	3	0	—	—	—

Thus, on the whole—— the Japanese students tested are moving more in the direction of being like Japanese than like Americans——indicated by an IM^1 sign of —.

IV. Conclusion

Looking at Fig. 1, we notice that students in Group A (those with a high total English score) tend to have a + IM sign. The same trend can be noted in Figures 2, 3, 4, 5, and 6.

Fig. 7 indicates that length of stay in America is not a significant factor in determining whether a student has a + or — IM sign.

In Fig. 8 we see that there is no positive relationship between reasons for coming to America and English ability. Fig. 9 shows that most of the students tested considered learning English rather important. It does not have any relationship to their English score, however.

The correlation matrix on page 40 shows that there is a significant relationship between the number of months spent in America and vocabulary, fluency, oral comprehension, and the total English score. Age has no relationship to English ability or IM^1.

Therefore, the final conclusion is that Japanese students who have a high degree of integrative motivation —— who are moving more in the direction of being like Americans than like Japanese —— tend to become better speakers of English.

APPENDIX I

Students' scores in the order that they appear on the tapes

Name	Major	Accent	Grammar	Vocabulary	Fluency	Oral Comprehension	Total	Age	Months in US
1. Jun	Ed. Psychology	4.5	5.0	5.5	5.0	6.0	5.2	35	4
2. Cheiko	Folklore	4.0	4.0	4.5	4.5	5.5	4.5	23	5
3. Takeshi	Spanish	4.0	4.0	6.0	5.5	6.0	5.1	27	60
4. Kenji	Linguistics	2.5	3.0	3.5	4.0	4.0	3.4	31	4
5. Satoshi	Business	2.5	3.0	3.0	3.0	4.0	3.1	27	18
6. Kiyoko	Business	3.5	3.0	4.0	4.0	5.0	3.9	24	18
7. Kazuo	Government	3.0	3.0	4.5	4.0	4.0	3.7	27	18
8. Yoko	History	3.0	3.0	3.5	3.5	4.0	3.4	35	36
9. Shinako Kodama (Carol Biemer: a native speaker of English was given 6.0 in all categories)									
10. Keiko	Math.	3.0	3.0	3.5	4.0	4.5	3.6	24	18
11. Yukio	Psychology	4.0	4.0	6.0	5.0	5.5	4.9	25	18
12. Masao	Economics	4.0	3.5	4.0	3.5	4.5	4.0	24	18
13. Tatsuo	Economics	4.0	3.5	4.5	4.5	4.0	4.1	24	18
14. Yuriko	Linguistics	4.5	4.0	4.5	4.5	5.0	4.5	40	16
15. Tadao	English	3.5	4.0	4.5	4.0	5.0	4.2	35	10
16. Yumiko	Education	3.5	3.5	4.0	4.0	5.0	3.9	37	40
17. Yasuoki	Economics	4.0	4.5	4.0	4.0	5.0	4.3	28	5
18. Toshiaki	Russian	3.0	3.5	3.5	3.0	4.0	3.4	29	12
19. Kunio	Business	5.0	5.0	5.0	5.5	6.0	5.3	28	48
20. Yuzo	Music	4.0	3.5	4.5	3.0	5.0	3.8	25	5
21. Reiko	Music	4.5	4.0	4.0	5.0	5.0	4.5	24	16
22. Kayoko	Education	4.5	4.0	4.0	4.0	4.5	4.2	24	18
23. Yuzuru	Biology	3.0	3.5	4.0	3.0	4.5	3.6	35	30
24. Someko	Art	3.5	3.0	3.5	4.0	3.5	3.5	27	4
25. Katsuhiko	History	3.0	2.5	2.5	2.0	3.5	2.7	35	3
26. Hiroko	Pol. Science	4.0	4.0	5.0	4.5	5.0	4.5	24	60
27. Toshiro	Business	5.0	4.0	4.5	4.5	5.0	4.6	23	5
28. Akira	Botany	3.0	3.0	3.5	2.5	5.0	3.4	27	7
29. Fumio	———	4.0	3.5	3.5	3.0	4.5	3.7	19	12
30. Isunenori	Linguistics	4.5	4.5	6.0	5.0	6.0	5.2	27	23
31. Jun	Classics	4.5	4.5	5.0	5.0	5.5	4.9	27	36

APPENDIX II

Correlations from Questionnaire 1 and IM[1] Students arranged in order that they appear on the tapes: # 9, native speaker, left out

Name	1–2	1–4	1–3	2–4	2–3	1–2	1–4 1–3	2–4 2–3	IM[1]
1. Jun	9	6	8	6	8	+	−	−	−
2. Cheiko	8	2	1	3	−0	+	+	+	+
3. Takeshi	8	−3	−1	−2	−1	+	−	−	−
4. Kenji	2	−3	2	2	1	0	−	+	+
5. Satoshi	3	−1	4	−0	1	0	−	−	−
6. Kiyoko	8	−2	5	−1	5	+	−	−	−
7. Kazuo	6	−0	−5	2	−4	+	+	+	+
8. Yoko	0	1	2	0	0	0	−	0	0
10. Keiko	−2	−0	1	4	−1	0	−	+	+
11. Yukio	−3	3	−2	4	5	0	+	−	−
12. Masao	3	0	3	1	4	0	−	−	−
13. Tatsuo	2	−1	−0	2	−1	0	−	+	+
14. Yuriko	8	1	−2	−1	−1	+	+	0	+
15. Tadao	0	−1	−1	0	0	0	0	0	0
16. Yumiko	4	2	1	5	2	0	+	+	+
17. Yasuoki	3	2	2	4	3	0	0	+	+
18. Toshiaki	−0	−5	4	0	1	0	−	−	−
19. Kunio	3	2	2	3	1	0	0	+	+
20. Yuzo	7	6	4	5	2	+	+	+	+
21. Reiko	2	−3	3	4	−1	0	−	+	+
22. Kayoko	8	6	−1	6	0	+	+	+	+
23. Yuzuru	3	−7	4	−3	6	0	−	−	−
24. Sonoko	6	2	3	4	6	+	−	−	−
25. Katsuhiko	6	3	1	4	−3	+	+	+	+
26. Hiroko	6	−1	−1	−1	−2	+	0	+	+
27. Toshiro	2	0	3	0	4	0	−	−	−
28. Akira	4	0	−1	3	−1	0	+	+	+
29. Fumio	−1	−5	5	−1	1	0	−	−	−
30. Isunenori	6	3	−3	6	−2	+	+	+	+
31. Jun	4	0	1	1	0	0	−	+	+

APPENDIX III

Japanese students arranged in order of total English proficiency and motivation factors

Name	Total English	IM[1]	IM[2]	IM[3]
Jun	5.2	−	0	0
Isunenori	5.2	+	−	+
Takeshi	5.1	−	−	0
Yukio	4.9	−	−	+
Taro	4.9	+	0	0
Toshiro	4.6	−	−	0
Reiko	4.5	+	−	+
Hiroko	4.5	+	+	+
Cheiko	4.5	+	−	+
Yuriko	4.5	+	+	+
Yasuoki	4.3	+	0	+
Tadao	4.2	0	−	−
Kayoko	4.2	+	+	0
Tatsuo	4.1	+	+	+
Yumiko	4.0	+	+	+
Kiyoko	3.9	−	−	+
Masao	3.9	−	+	+
Yuzo	3.8	+	+	0
Kazuo	3.7	+	+	+
Fumio	3.7	−	0	+
Keiko	3.6	+	−	0
Yuzuru	3.6	−	−	−
Sonoko	3.5	−	−	0
Kenji	3.4	+	+	+
Yoko	3.4	0	−	−
Akira	3.4	+	−	0
Toshiaki	3.4	−	0	+
Satoshi	3.1	−	−	−
Katsuhiko	2.7	+	+	+

APPENDIX IV

Questionnaire 2

	Most Important	Very Important	Quite Important	A little Important	Not at all Important
1. Seeing the United States					

2. Getting to know Americans					
3. Getting a degree					
4. Getting training in my field					
5. Finding out how people live in the United States					
6. Learning about the United States Government					
7. Having a chance to be away from home					
8. Having a chance to live in another country					
9. Finding out how people in my profession work here					
10. Finding out what student life is like here					
11. Finding out more about what I am like					
12. Having different experiences					
13. Learning English					
14. Meeting many different kinds of people					

APPENDIX V

Accent Inventory to accompany *Manual of American English Pronunciation* by Prator

ACCENT INVENTORY

Let me tell you, my friend, that when students from other countries come to study in the United States, their classes are certainly not their only job——are they? For a little while the problems of adjustment to the new environment may make it impossible to devote very much thought to school work. The recently arrived student must find out for himself the answers to many questions. Shall he change the customs he has always followed in eating his three full meals each day? What clothing should he choose? Ought he to wear those wretched blue jeans the boys here wear, or should he cling to the coats and ties he had usually preferred at home? He is inclined to feel admiration for the scale of living, the big yards, the well-kept houses, and the good educational equipment. But he doesn't understand how everyone can be in such a hurry, as if time were a god to be worshiped.

APPENDIX VI

Questionnaire 1 and reaction of Japanese as a group: including mean score for each adjective

Below is a list of words that can be used to describe people. Think of each word as it might describe *you*. Indicate, by placing an X in the appropriate column, how well the word describes *you*.

	Very well	Somewhat	Average	Only a little	Not at all
1 busy		4.0			
2 helpful			3.4		
3 economical		4.3			
4 confident			3 9		
5 competitive			3.4		
6 broad-minded		4.0			
7 intellectual			3.8		
8 democratic			3.6		
9 optimistic			3.1		
10 businesslike			3.4		
11 stubborn			3.6		
12 kind		4.2			
13 clever			3.7		
14 efficient		4.3			
15 considerate			3.8		
16 studious		4.1			
17 nervous			3.1		
18 tactful			3.5		
19 reasonable		4.0			
20 successful		4.0			
21 stable			3.7		
22 friendly		4.4			
23 calm			3.0		
24 sincere			3.4		
25 fashionable			3.6		
26 dependable		4.4			
27 teachable		4.0			
28 happy			3.4		
29 logical			3.6		
30 shy		4.0			

Below is a list of words that can be used to describe people. Think of each word as it describes *how you would like to be.* Indicate, by placing an X in the appropriate column, how well the word describes *how you would like to be.*

	Very well	Somewhat	Average	Only a little	Not at all
1 busy			3.3		
2 helpful		4.0			
3 economical			3.5		
4 confident			3.6		
5 competitive			3.4		
6 broad-minded		4.2			

7 intellectual				2.6	
8 democratic				2.5	
9 optimistic				2.9	
10 businesslike		4.4			
11 stubborn			3.3		
12 kind			3.1		
13 clever			3.4		
14 efficient			3.5		
15 considerate			3.7		
16 studious		4.2			
17 nervous		4.0			
18 tactful			3.8		
19 reasonable			3.3		
20 successful		4.1			
21 stable			3.9		
22 friendly			3.5		
23 calm			3.3		
24 sincere		4.2			
25 fashionable			3.8		
26 dependable		4.1			
27 teachable		4.0			
28 happy		4.3			
29 logical			3.7		
30 shy			3.5		

Below is a list of words that can be used to describe people. Think of each word as it describes people whose native language is the same as yours. Indicate, by placing an X in the appropriate column, how well the word describes people whose native language is the same as yours.

	Very well	Somewhat	Average	Only a little	Not at all
1 busy			3.3		
2 helpful		4.1			
3 economical		4.1			
4 confident			3.8		
5 competitive			3.3		
6 broad-minded				2.3	
7 intellectual			3.5		
8 democratic				2.8	
9 optimistic				2.8	
10 businesslike			3.5		
11 stubborn			3.4		
12 kind			3.7		
13 clever			3.7		
14 efficient		4.1			
15 considerate			3.4		
16 studious			3.8		
17 nervous			3.6		
18 tactful		4.3			
19 reasonable			3.8		
20 successful		4.1			

21 stable			3.7		
22 friendly		4.2			
23 calm			3.7		
24 sincere			3.4		
25 fashionable			3.8		
26 dependable		4.2			
27 teachable		4.0			
28 happy		4.2			
29 logical			3.6		
30 shy		4.1			

Below is a list of words that can be used to describe people. Think of each word as it describes *people whose native language is English*. Indicate, by placing an X in the appropriate column, how well the word describes people whose native language is English.

	Very well	Somewhat	Average	Only a little	Not at all
1 busy			3.7		
2 helpful				2.7	
3 economical			3.8		
4 confident		4.2			
5 competitive			3.8		
6 broad-minded			3.3		
7 intellectual				2.4	
8 democratic				2.8	
9 optimistic			3.4		
10 businesslike			3.6		
11 stubborn			3.1		
12 kind			3.7		
13 clever			3.4		
14 efficient			3.5		
15 considerate			3.3		
16 studious			3.5		
17 nervous			3.6		
18 tactful			3.6		
19 reasonable			3.6		
20 successful		4.3			
21 stable			3.6		
22 friendly			3.9		
23 calm			3.8		
24 sincere		4.3			
25 fashionable			3.3		
26 dependable			3.5		
27 teachable			3.5		
28 happy				2.6	
29 logical			3.6		
30 shy				2.0	

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